DOCUMENT RESUME

ED 337 208 JC 910 425

AUTHOR	Pregot, Judi
TITLE	The Workforce Partnership Project.
INSTITUTION	Mount Wachusett Community Coll., Gardner, Mass.
SPONS AGENCY	American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE	17 Jul 91
NOTE	28p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Community Colleges; Community Development; Job Skills; Labor Force Development; *Literacy Education; Rural Development; *School Business Relationship; Two Year Colleges; *Volunteer Training
IDENTIFIERS	*Massachusetts

ABSTRACT

Mount Wachusett Community College's (MWCC's) Workplace Partnership Project (WPP) was undertaken to raise the awareness of local agencies to the linkage possibilities among MWCC, economic development leaders, and literacy programs; and to develop a tutor training program for rural workforce literacy tutors. Brochures and flyers publicizing the proposed activities were distributed to the local business community and at local workshops, conferences, and meetings. A 3-day volunteer tutor training workshop was held, and subsequently 12 trained volunteers were placed in various adult education centers. The workshop focused on such topics as the characteristics of adult learners and of quality tutors; instructional approaches and techniques; and assessment and goal setting. Under the project, MWCC also offered as extended-length English-as-a-Second-Language course at a local manufacturing company. The company felt that the first effort was so successful that they offered it for a second group of employees. The project report contains the promotional brochures, an outline of the topics covered each day at the volunteer training workshop, and materials distributed at the workshop, including instructions for using language experience stories and dialogue journals in tutoring, and exercises asking the tutees to describe objects, describe their jobs, read and analyze a short story (including a chart for plotting relationships and predicting outcomes, a story map, and a story pyramid). (PAA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED337208

THE WORKFORCE PARTNERSHIP PROJECT

A PROJECT FUNDED BY A.A.C.J.C.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it

☒ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. A. Pregot

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A FINAL REPORT SUBMITTED BY JUDI PREGOT JULY 17, 1991

JC 910 425

BEST COPY AVAILABLE

REGIONAL ADULT EDUCATION CENTER

WORKFORCE PARTNERSHIP PROJECT
April 1, 1990 - March 31, 1991
FINAL REPORT

Workforce Partnership Project
Funded By A.A.C.J.C.
Mount Wachusett Community College
Gardner, Massachusetts 01440

Judith Anne Pregot
Director of
Adult Education
July 17, 1991

I. PROJECT PURPOSE AND GOALS

The major goal of this project was to develop an on-going relationship among Mount Wachusett Community College, the local business and industrial community, as well as adult education programs in the Gardner, Leominster and Fitchburg area in order to raise the educational standards of employees in the workplace. To accomplish this end, a "flexible, cost effective" training course which was to be designed for rural workforce literacy tutors and which would also meet the needs of local employers was developed. The college hoped that, by fostering a relationship of this nature with the local business community, it would be contributing to the economic development of the Greater Gardner area and would also be helping to raise the literacy level among the local workforce.

II. PROJECT OBJECTIVES

The major objective of this proposal was to raise the awareness of local agencies to the linkage possibilities among Mount Wachusett Community College, economic development leaders and literacy programs. A second objective was to develop a tutor training program which would also include an internship in a structured adult education classroom.

III. PROJECT ACCOMPLISHMENTS

The funding for this project was received at a time when unemployment in this region is at an all-time high. At the present time, the unemployment rate for Gardner is 14%. Given that so many people are unemployed, the enrollment in literacy programs has grown on a daily basis along with the rising unemployment rate!

In order to meet the first objective of this project and to initially publicize the proposed activities, a brochure and a flyer was designed and distributed to local business and community leaders. (See Attachments Numbers One and Two). This brochure was mailed to members of the local business community and also distributed at local workshops, conferences and meetings to all interested people. This was the first step in raising the awareness of the local agencies and community leaders.

A volunteer tutor training workshop was held at Leominster High School on February 11th, February 12th and February 25th in order to train interested people to become volunteers at local literacy programs. Advertisements for the workshops were placed in The Gardner News and the Fitchburg Sentinel. (See Attachment Number Three). An article also appeared in the Worcester Telegram. (See Attachment Number Four). Twelve (12) people completed this workshop and all were placed in various Adult Education Centers which are located in the Gardner, Fitchburg and Leominster areas. (See Attachment Number Five). A copy of the topics discussed during the Volunteer Training is included in the Appendix. (See Attachment Number Six).

The college also utilized the funding received from this grant by extending an English-as-a-Second Language class to be offered at Dennison Manufacturing Company, a local manufacturing company in Fitchburg, Massachusetts. During the summer of 1990, Mount Wachusett Community College offered a ten week English-as-a-Second Language class at Dennison Manufacturing for a group of ten of their employees. The company felt that this class was so successful for this group of people that they chose to offer a class for a second group of employees. Initially, the class was to run for approximately eight weeks; however, by utilizing the funds received from this grant, the class was

extended and ran for a total of fifteen weeks. Ten employees participated in this second English-as-A-Second Language class. During the May 1st teleconference which was sponsored by A.A.C.J.C., segments of this class were highlighted. (See Attachment Number Seven).

IV. SUMMARY

Mount Wachusett Community College has been strongly committed to literacy programs for a number of years. The Regional Adult Education Center which has been operating at the college for approximately eight years provides a variety of basic skills and literacy classes. Funding for these classes is dependent upon a variety of grants and is also quite limited. The funding that was received from the American Association of Community and Junior Colleges helped to enhance some of the literacy services which the college provides and also allowed us to promote our volunteer training program. The volunteers who participated in this training were eager to put their newly acquired skills to work with a potential student.

Why Does Mount Wachusett Community College Want to Do This?

Because as noted in their Mission Statement, MWCC has a responsibility to provide "community education which responds appropriately to the needs of a wide assortment of people and organizations."

MWCC works with business and community agencies to provide educational opportunities that contribute to the growth of individuals and their communities.

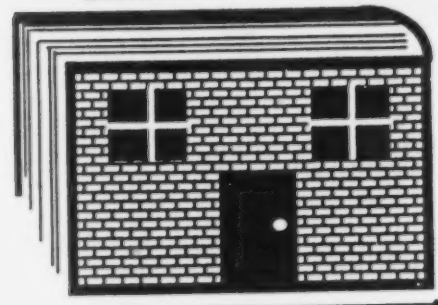
Workplace Partners adds a new dimension to these efforts and thereby further extends the mandate of the MWCC Mission Statement.

For more information contact:

Corrine Brown Emge,
Coordinator, Workplace Partners Project,
Division of Continuing Education and Community Service or the Division of Social Sciences.

Mount Wachusett
Community College
444 Green Street
Gardner,
Massachusetts
01440-1000
(508) 632-6600

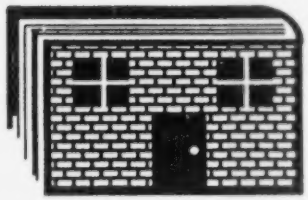
Funded by:
The American Association of Community and Junior Colleges
Rural College Partnership Project



Workplace PARTNERS in LITERACY

Develop a literacy program at your workplace ...become a volunteer...

Mount Wachusett
Community College



Workplace Partners in Literacy

What is WPP?

It is a project designed to meet the needs of area employers, by raising the educational standards of their employees.

A course has been developed for students in Business Administration and Human Services as well as for area educators and employers who are aware of the need to improve literacy skills at the workplace.

Who Benefits?

Everyone

Employers realize a reduction in company costs resulting from fewer literacy-related work errors, as well as a reduction in absenteeism resulting from increased self-esteem among employees as they increase their skills and therefore, improved productivity.

Employees gain new skills, confidence and self-esteem, and have opportunities for advancement.

What's involved?

In addition to taking the course students will be asked to commit to at least one hour per week as a volunteer at an existing workplace education site or at an area adult education program.

About the Course

SSC283 Workplace Education is a general elective in any curriculum. Students will learn how to identify workplace literacy problems, how to set goals for a particular industry or business, build a curriculum and learn practical applications of instructional methods appropriate to an employee's needs.

How Do I Sign Up?

Contact the Division of Continuing Education at the College, 632-6600 and register for Adult Education at the Workplace - SSC 283.

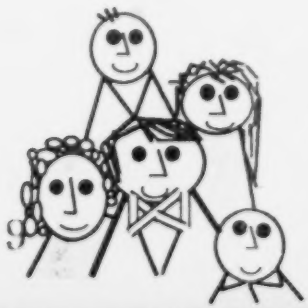
When Does the Course Begin?

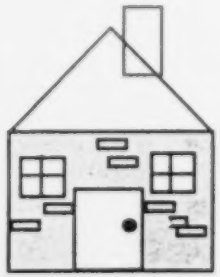
The course begins in January of 1991 and will run for 15 weeks through May 1991.

Where is it being offered?

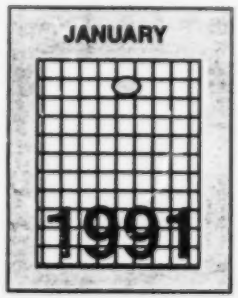
The class will be held at the main campus of Mount Wachusett Community College in Gardner.

Mount Wachusett
Community College



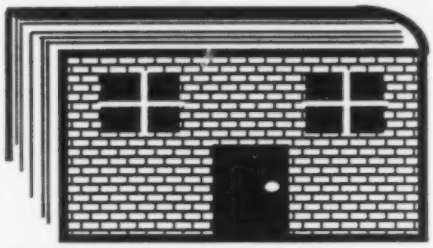


SSC283



For tuition and fee information, contact the Division of Continuing Education or Social Sciences at 632-6600.

ATTACHMENT NUMBER TWO



Workplace
PARTNERS
in LITERACY

Develop a literacy program at your workplace. ...become a volunteer...

For more information contact:

Corrine Brown Emge, Coordinator,
Workplace Partners Project, Division of Continuing
Education and Community Services
or the Division of Social Sciences.
Mount Wachusett Community College,
444 Green Street, Gardner, MA

508 632-6600

Mount Wachusett
Community College

11

Funded by: The American Association of Community and Junior Colleges, *Rural College Partnership Project*

ATTACHMENT NUMBER THREE

Help stomp out illiteracy,

become a volunteer...

at our Volunteer Tutor Training Workshop. Learn effective educational training methods and be placed in an area learning center or workplace education sight. Training sessions will be held from 6-9 pm at Leominster High School on Monday, February 11, Tuesday, February 12, and Monday , February 25.

This workshop is part of the Workforce Partners Project Grant funded through the American Association of Community and Junior Colleges.
For more information, call Patti Sabulis, Division of Continuing Education at 508 632-6600, X273

Mount Wachusett
Community College

ATTACHMENT NUMBER FOUR

Sunday
Worcester Telegram
Feb. 10, 1991

Operation Desert Storm, and on the proposed movement of the Information Systems Command from Fort Huachuca, Ariz., to Fort Devens.

For information, call Richard Taffe at 256-9949.

Region

In Massachusetts, more than a half-million adults cannot read or write well enough to pass a fourth-grade basic skills exam. To volunteer to help one of these adults to learn, attend the Volunteer Tutor Training Workshop, sponsored by Mount Wachusett Community College as part of the Workforce Partnership Project, funded by the American Association of Community and Junior Colleges.

At the workshop, potential volunteers will learn about opportunities at the Regional Adult Education Center at Mount Wachusett Community College in Gardner, The Workers' Assistance Center in Leominster, the Adult Education Program at Leominster High School, the MOC Learning Center in Fitchburg, and possible placement in cooperating business and industrial sites. Other topics at the training include the illiteracy problem, locally and statewide; the time needed to fulfill the volunteer commitment; the needs and problems of the adult learner; and effective methods and materials to be used with a adult learner.

The training is scheduled to be held from 6 to 9 p.m. Feb. 11, 12 and 25 at Leominster High School.

To register or for information, call 632-6600, ext. 273.

Leominster

As the next phase of the Leominster Public Library's audio-video collection expansion, compact discs and single audio cassettes will be available for circulation beginning Monday, Feb. 11.

Selection of the new CDs and cassettes has been focused on specific areas. Classical music, jazz/big band/swing, the best of contemporary classics, and musical shows will be available on compact discs. Cassettes include recordings of country/Western, popular, and new age music. The collection's diversity reflects the choices of many library staff members.

The discs and audio cassettes largely replace the library's LP record collection. Record circulation figures have shown a steady

W education, a 4-year old daughter and no job, Teresa Porter's life needed a bit of a jump start.

Not only did Porter, 22, get the boost she needed, but she got it from an unexpected source — a federally funded program for preschool children from low-income families.

Porter is one of 13 adults enrolled in a unique program at Montachusett Regional Vocational Technical School, dubbed Head Start Plus, where the educational needs of the children and parents are married into one program.

Porter now spends her day at Monty Tech learning data processing, something that she hopes will lead to a job, while her daughter tackles the more el-

Head S
School, F
have the
children
class set

Head S
ruary 19
written
and the
ty Coun
project
Plus.

Parent
on a spe
ing by
about 2:
served b
$40,000
by the st
pational
plained.

City looks to

By Anna L. Bisol
Staff Reporter

LEOMINSTER — Now that the city has drawn up a draft plan for protecting watershed lands, the next step is finding money to pay for

such a pr

"We ar
ing func
watershe
phen A.

The dr

Leominster High Trade School recently na
ed, as its Outstanding Vocational Student o
ele with Roger R. Melanson, director of occu

Sunday Telegram 3/4/91

Tutors are moved to help reading, English students

By Anna L. Bisol
Staff Reporter

A platoon of dedicated volunteers completed their initiation, joining an ever-increasing army in a fight of tremendous proportions.

Their battlefield is not located among the arid regions of the Middle East but in the work places of the Montachusett region.

Last week, 12 residents of the Montachusett region received certificates of completion for attending the Volunteer Tutor Training Program. The students attended a three-night workshop held at Leominster High School. The program was paid for from a grant of about $10,000 from the American Association of Community and Junior Colleges and administered by Mount Wachusett Community College.

Judy Pregot, director of adult education at Mount Wachusett Community College, said the school received the grant because it fell into the category of being a "rural education center."

Pregot said the grant allows the college to continue to attack the problem of adult illiteracy.

"Especially now, with so many people who are losing their jobs, these types of programs are needed," she said. "Many people are finding they can not get another job without some training. But if they can not read or write, that training is inaccessible to them."

According to Donna Cornerllier, instructor of the tutor training program, volunteers will help people in Adult Basic Education (ABE) programs and English as a Second Language (ESL) programs. Cornellier said the training class drew on information prepared by Literacy Volunteers of America and the Campaign for Literacy Corps.

"Whatever the student's individual goals may be, it is our hope that our volunteer tutors will be able to help an individual achieve that goal," said Cornellier.

The volunteer tutors will be placed in ABE and ESL centers in the Montachusett region. The tutors will sit in on classes for the first few weeks, and then they will help individual students at the centers. Tutors may schedule appointments for extra help with the students before or after class, or at other times.

Tutors will be located at the following centers: ABE classes are held at Gardner, at Mount Wachusett Community College, Leominster High School, Ayer, Fort Devens and the Montachusett Opportunity Council, Fitchburg. ESL classes are held at the Mount Wachusett Community College, Gardner; Fort Devens, Ayer and the Montachusett Opportunity Council, Fitchburgh. A new ESL center will be opening at the Spanish Center, Leominster.

Donna Cornellier, center, an instructor with the Mo Workforce Partnership, speaks with Gloria M. Gardner, left, and Janice L. King of Leominster abo assignment.

In addition to the training program, some of the grant money was used to extend an ESL course at Dennison Manufacturing Co., Fitchburg.

"In the past, D very successful l Pregot said. "They another one and w

New tutors are targeting illiteracy

Continued From Previous Page

it for o
eight weeks. Using the gr
money, we were able to extend
15 weeks."

"More and more employers are realizing that increased literacy leads to increased productivity," Cornellier said. "Employees are also realizing this and they are coming to ABE and ESL centers looking for help. These volunteers will be able to assist the teachers and the students."

The newly certified tutors are Janice King, Candee Frye and Helen DiNardo, all of Leominster; James Pandiscio, Joanne Tulonen and Fran Yackowski, all of Fitchburg; Anne Young, Thomas Madden and Barbara Goguen, all of Gardner; Ethel Fleming and Anne Beaulieu, both of Lunenburg; and Karen Trefry of Hubbardston.

BEST COPY AVAILABLE

ATTACHMENT NUMBER FIVE
VOLUNTEER PLACEMENTS

Candee Frye	Leominster	M	PM	534-1166
Janice King	Ft. Devens	Th	PM	840-3509
Anne Beaulieu	Ft. Devens	Th	1-4	582-7651
Barbara Goguen	MWCC	M	1-4	632-5599
Ann Young	MWCC	T	PM	632-7638
Gloria Aubuchon	MWCC	M	PM	632-3062
Fran Yackowski	MWCC	T	PM	939-5190
Jim Pandiscio	Fitchburg	W	AM	342-3393
Tom Madden	MWCC	T	PM	632-7528

ATTACHMENT NUMBER SIX

THE WORKFORCE PARTNERSHIP PROJECT

VOLUNTEER TRAINING

VOLUNTEER TRAINING

OUTLINE

DAY 1 Introduction and Overview

Meaning of Functional Illiterate

Characteristics of Adult Learner

Principles of Learning

Adult Learners: Andragogy vs. Pedagogy

Characteristics of Teacher-Centered and Learner-Centered Instruction

Characteristics of a Quality Tutor

Effective Communication

Cross Cultural Communication

Case Study of Tutoring Sessions

DAY 2 Instructional Approaches and Techniques

Whole Language - Language Experience

Whole Word - Sight Words and Context Clues

Phonics - Consonants and Vowels

- Rhyming and Word Patterns

Comprehension and Thinking Skills

Writing Activities and Techniques

DAY 3 Assessment and Goal Setting

Lesson Plans

Workplace Curriculum

Helpful Hints

Materials / Activities / Games

WHOLE LANGUAGE TECHNIQUES AND ACTIVITIES

I. Language Experience Stories

A. Choose a stimulus for writing

B. Compose the story

C. Read the story

D. Follow-up activities

1. Sentence strips

2. Vocabulary work

3. Grammar practice

II. Dialogue Journals

A. Set aside time to write

B. Free writing - provide prompts

C. Respond soon - same quantity, same language level

D. Return journal to student for next entry

III. Writing

A. Identify topics

B. Brainstorming

C. Quickwriting

D. Drafting

E. Feedback

F. Revising

G. Editing

IV. Reading

A. Shared Reading

B. Silent Reading

LANGUAGE EXPERIENCE STORIES

The experience story is an expression in the learner's own words of a personal experience, a procedure from work, material which has been read to him, or anything of interest to him. To see one's own words written down provides the best of all possible motivations for a student because it is an individual's own story. This method involves the student from the very first lesson. It gives insight into the learner's world that can be of great help in selecting materials for lessons. The basic steps are:

1. Converse to identify an experience
2. Record the student's words or have the student write them
3. Read the story
4. Select and teach target words
5. Review
6. Adapt

To identify an experience, ask your student to tell something that happened recently at home or at work. Specifically, ask the student to describe his work. Use work related flyers or brochures to help him describe the work setting. If the student is hesitant, read an article from a newspaper or magazine article. The first story will be short so the learner might need time to think through his ideas. Ask leading questions, but do not pressure the student.

When recording the student's words, use manuscript writing since that is what he will be reading in books. You might take notes in cursive and then copy it in manuscript. Do not correct the English in early lessons. You do not want to overwhelm the student. As you work with the student, you can start to correct the English by suggesting other ways to express the thoughts.

When you read the story to the student, have the student watch the page and point to each word as you read the story. Ask the student if what you have written is what he said. Advanced students can write their own stories. Then reread the story together one sentence at a time. The student and tutor should then pick out meaningful words to study. The student learns these words following the sight word technique. Various follow-up activities such as sentence strips, vocabulary work, and grammar practice can be used. Other techniques such as patterns and phonics can be integrated now.

Sample experiences or topics can be used from field trips, student experiences, art or science projects, music, speakers, or work related activities. Students may work individually, in pairs, or in groups when sharing experiences.

DIALOGUE JOURNALS

A journal is a record of thoughts and opinions and a report of what is happening in one's life. In the dialogue journal writing, the tutor responds to what the learner has written. Beginning readers and writers start out using pictures or brief messages to relay the thoughts. The tutor responds at the learner's level. The communication should be a nonjudgmental comment. With time, students tend to be more communicative and begin to write longer passages with more variety, complexity, and creativity. The tutor does not correct the dialogues, but the tutor's language becomes a model for the student.

Another type of journal writing is the private journal. The student may or may not ask the tutor to read what he writes. Again, do not make any comments or suggestions because it is for his personal use. The student should write daily in his notebook at least two sentences a day to start, and gradually build up to a paragraph or two. The student could write about what he did that day, how he felt, comments about the weather, experiences with a friend or family, etc. Writing will help the student with reading. Rereading the journal later may give the student ideas for future writing.

DESCRIBING OBJECTS

Many workers are involved with manufacturing objects. This exercise will help the student to beginning writing by answering simple questions about what he assembles or makes at work.

1) What is the object called?

2) What is it used for?

3) What size is it?

4) What color is it?

5) What shape is it?

6) What is it used for?

7) How does it work?

DESCRIBING YOUR JOB

1) What is your title?

2) What department do you work in?

3) Who is your supervisor?

4) What do you do?

5) What are your benefits?

6) What are your hours?

READING A SHORT STORY

SETTING

1. Place - Where does the story take place?

2. Time - When does the action take place - past, present, future?

POINT OF VIEW

1. From whose point of view is the story told?

CHARACTERS

1. Who is involved in the story?

2. What relationship exists among the characters?

THEME

1. What is the meaning of the story?

2. What point is the author trying to make?

EFFECT

1. Does the story get you involved?

2. Does it make you think?

PLOT RELATIONSHIPS CHART

Somebody	Wanted	But	So

PREDICTIONS CHART

What I think will happen?	What happened?

STORY MAP

Setting

Main Character

Statement of Problem

Event 1

Event 2

Event 3

Statement of Solution

Theme

Values

STORY PYRAMID

Line 1 - name of main character

Line 2 - 2 words describing main character

Line 3 - 3 words describing setting

Line 4 - 4 words stating one main problem

Line 5 - event

Line 6 - event

Line 7 - event

Line 8 - solution

ATTACHMENT NUMBER SEVEN

Rural Workplace Literacy: Making Partnerships Work

A FREE TELECONFERENCE FOR COMMUNITY COLLEGES, BUSINESS AND INDUSTRY

May 1, 1991 3 - 4 PM (ET)

Some exciting things are happening as community colleges in rural America work with business and industry to improve literacy in the workplace. Ten community colleges, recipients of the AACJC Rural College Partnership Grants, have initiated partnership programs to provide a wide variety of assessment, guidance, and training services. This live videoconference will feature videotaped reports on all 10 projects plus partnership program experts in the studio. Viewers will be able to talk with project directors to ask the "nuts and bolts" questions that can make or break a partnership program.

Whether your college is in a rural area,the suburbs, or the city, the videoconference will offer a "cafeteria of ideas" for colleges looking for innovative ways to form partnerships to tackle workplace literacy.

Produced by:
Dallas County Community College District and the AACJC Commission on Small and/or Rural Community Colleges

Underwritten by:
Tennessee Valley Authority, U.S. Department of Labor, U.S. Department of Commerce (Economic Development Administration)

Additional Support:
National Association of Broadcasters, Small Business Administration,U.S. Department of Education, and U.S. Department of Agriculture

Maritime workers in Charleston, OR, examine a portable math kit that is used in the rural workplace literacy project at Southwestern Oregon Community College.

The Dallas County Community College District

ERIC Clearinghouse for Junior Colleges
NOV 08 1991